Unit 4 Why don't you talk to your parents?

Period 1 Section A(1a-2c)

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| **Title** | | **Why don't you talk to your parents** | |
| **Theme** | | **Asking and giving solutions** | |
| **Type** | | **Listening and speaking** | |
| **Teaching**  **Objectives** | | By the end of the class, students will be able to:  **1.Language ability**  a. To master key words and phrases: wrong, guess, deal, too much , too many, allow sb. to do sth. get into a fight with, call up, look through, etc.  b. To talk about problems and trouble using the target language.  **2. Cultural awareness**  To develop the cooperative spirit and the optimistic attitude through group work and role play.  **3. Thinking quality**  To talk about problems and learn how to give advice to solve these problems.  **4. Learning ability**  To improve listening and speaking abilities | |
| **Teaching Key and Difficult Points** | | **Teaching key points:**  1.To master new words and phrases.  2.To talk about problems and give appropriate advice by using target language.  **Teaching difficult points:**  To talk about problems and give appropriate advice by using target language. | |
| **Teaching**  **Approaches** | | 1. Activity-based Teaching Approach  2. Communicative Teaching Approach  3. Cooperative Learning Approach | |
| **Teaching**  **Aids** | | 1. A multimedia computer system  2. Blackboard | |
| **Teaching procedures** | | | |
| **Steps** | **Activities** | | |
| **Step 1**  **Lead‐in** | **Activity 1**  **Be a careful observer** | | Self-introduction: Welcome to the program-Tree Hole of Teenagers. I’m today’s host, Sophia. |
| **Step 2**  **Pre-listening** | **Activity 2**  **Be an active speaker** | | 1.Look at some pictures and answer:  *What’s wrong with them?*  2.Do you have similar or the same problems in your life and study? |
| **Step 3**  **While-**  **listening** | **Activity 4**  **Be a careful listener** | | 1.Students look at the pictures and guess Lily’s problem.  2.Students listen and circle the problems they hear.  3.Students listen again and finish the chart.  4. Students listen and find out Peter’s problem.  5. Students act as Peter and his friend, using the target language to make conversations.  6.Students listen to the conversation between Peter and his friend, and fill in the blanks with could or should.  7.Students listen again, match the advice and the reasons why Peter doesn’t like the advice. |
| **Step 4**  **Post-**  **listening** | **Activity 5**  **Be a wise listener** | | Lead students to come up with more solutions for Peter. |
| **Activity 6 Be a clever explorer** | | Encourage students to share their own problems. And give some advice. |
| **Homework** | | You must do:  1.Review and role play 2c, preview Section B 2b.  You can do:  拿自己的“树叶”，向更多人寻求建议，比如家长，老师及其他长辈等，并记录在树叶上。完成后统一上交并张贴在班级墙的大树上。 |
| **Blackboard**  **Design** | Unit 4 Why don't you talk to your parents  Period 1 Section A(1a-2c)  **Give advice:**  1.You'd better do ...  2.You should do ...  3.You could do ...  微信图片_20250331203012 4.Why not do...  5.Why don’t you...  6.How/What about doing ...  7.Would you mind doing... | | |
| **Teaching reflection** | 本节课教学活动层层递进，贴近生活，具有可实践性。本课以树洞为线，引发学生思考自己在生活和学习中遇到的问题,通过教师提问，激发学生表达欲，再结合形象真实的图片，让学生记住 la中呈现的问题，从而提高学习效率。在学习方法方面，这节课集自主学习、合作学习、当堂训练及任务型教学法于一体，从学生实际出发，抓住学生的学习特点、思维特点，让他们始终处于发表个人观点、自主思考和。小组交流的学习过程中，达到知识与能力不断发展的目标。但是，对于基础薄弱的学生，要注重打好基础，善诱，注重引导学生自己去发现问题，去学会延伸，会句型等的运用，这方面做得还不够好。 | | |